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| SPONS AGENCY | Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education. |
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| IDENTIFIERS | *Ohio Competency Analysis Profiles |

ABSTRACT

This competency analysis profile contains a list of 70 communications skills that have been identified as core competencies for inclusion in programs in 49 occupational areas. The core competencies, which have been identified by employers and verified by English-certified instructors, have been organized into units devoted to reading, writing, speaking, and listening. Also included in this competency analysis profile are cross-reference charts illustrating the correlation between the identified competencies and the Ohio Model Competency-Based Language Arts Program. A copy of the Ohio Model Competency-Based Language Arts Program is also included. It organizes reading, writing, listening/visual literacy, and oral communication skills into the following categories: structure, meaning construction, application, and multidisciplinary skills. (MN)

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ED357274

# OCAP

# OHIO'S COMPETENCY ANALYSIS PROFILE

# COMMUNICATIONS

**This core communications list applies to forty-nine occupational areas. It contains core competencies that have been identified by employers and verified by English-certified instructors. Also included in this OCAP are cross-reference charts that show the correlation between these competencies and the Ohio Model Competency-Based Language Arts Program.**

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Division of Vocational and Career Education
Ohio Department of Education

Vocational Instructional Materials Laboratory
Center on Education and Training for Employment
THE OHIO STATE UNIVERSITY



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## This OCAP applies to the following occupational areas.

*Accounting*
*Administrative/Secretarial Services*
*Agricultural Business Feed and Grain Worker*
*Agricultural/Industrial Mechanical Technician*
*Agricultural Production*
*Agricultural Products Sales and Service Worker*
*Animal Management Technician*
*Auto Collision Technician*
*Auto Mechanics*
*Building and Property Maintenance*
*Business Administration and Management*
*Business Information Systems*
*Carpentry*
*Clothing and Interiors, Production and Services*
*Commercial Art*
*Cosmetology*
*Dental Assistant*
*Diesel Mechanics*
*Diversified Health Occupations*
*Drafting*
*Early Childhood Education and Care*
*Electrical Trades*
*Electronics*
*Entertainment Marketing*
*Fertilizer/Chemical Sales and Service Worker*
*Floriculture and Greenhouse Worker*
*Food Production, Management, and Services*
*Forest Industry Worker*
*General Marketing*
*Graphic Communications: Commercial Photography*
*Graphic Communications: Graphic Arts*
*Heating, Ventilation, Air-Conditioning, and Refrigeration*
*Horticulture*
*Hospitality and Facility Care Services*
*Industrial Maintenance*
*Law Enforcement*
*Machine Trades*
*Masonry*
*Meat Processor*
*Medical Assistant*
*Natural Resources*
*Nurse Aide*
*Nursery and Garden Center Worker*
*Power Equipment Technology*
*Practical Nursing*
*Resource Conservation*
*Travel and Tourism Marketing*
*Turf and Landscape Worker*
*Welding*

# Ohio Competency Analysis Profile
# Communications

## Unit 1: Reading

| | | |
|---|---|---|
| Competency | 1.0.1: | Evaluate and respond critically to forms and techniques of printed media |
| Competency | 1.0.2: | Select and use appropriate reference sources and illustrative materials |
| Competency | 1.0.3: | Recognize intent and use of propaganda |
| Competency | 1.0.4: | Determine solutions to problems |
| Competency | 1.0.5: | Identify details such as who, what, why, where, when, or how |
| Competency | 1.0.6: | Make predictions about information |
| Competency | 1.0.7: | Cite details that support or do not support predictions |
| Competency | 1.0.8: | Define words used in context |
| Competency | 1.0.9: | Explain stated or implied main idea(s) |
| Competency | 1.0.10: | Explain sequence of time, places, events, and ideas |
| Competency | 1.0.11: | Differentiate facts and opinions |
| Competency | 1.0.12: | Differentiate literal and inferential statements |
| Competency | 1.0.13: | Determine author's purpose |
| Competency | .0.14: | Explain cause-and-effect relationships |
| Competency | 1.0.15: | Summarize material |
| Competency | 1.0.16: | Paraphrase material |
| Competency | 1.0.17: | Interpret organizational patterns of writing (e.g., cause and effect, comparison and contrast, simple listing) |
| Competency | 1.0.18: | Identify literary devices (e.g., metaphor, foreshadowing, flashback, allusion, satire, irony) |
| Competency | 1.0.19: | Describe author's attitude, including possible biases |
| Competency | 1.0.20: | Identify main idea and supporting details |
| Competency | 1.0.21: | Identify structural elements of literature (e.g., plot, theme, character, mood, setting, point of view) |
| Competency | 1.0.22: | Compare and contrast characters, objects, or events |

* Advancing
** Futuring

# Unit 2: Writing

**Competency 2.0.1:** Use word processing, graphics, and/or desktop publishing as aids for writing

**Competency 2.0.2:** Revise written material

**Competency 2.0.3:** Record observations

**Competency 2.0.4:** Prepare written report(s)

**Competency 2.0.5:** Prepare first draft

**Competency 2.0.6:** Demonstrate different forms of writing (e.g., business letters, labels, captions, thank-you notes, application forms)

**Competency 2.0.7:** Edit written material

**Competency 2.0.8:** Develop main idea(s) supported by details and examples

**Competency 2.0.9:** Write legibly

**Competency 2.0.10:** Organize facts, details, and examples in logical order

**Competency 2.0.11:** Use language appropriate for audience, purpose, and subject

**Competency 2.0.12:** Demonstrate completeness in all written materials

**Competency 2.0.13:** Use correct grammar

**Competency 2.0.14:** Use correct spelling

**Competency 2.0.15:** Write complete sentences

**Competency 2.0.16:** Use sentences of varied length and pattern

**Competency 2.0.17:** Use paragraphing effectively

**Competency 2.0.18:** Use written language to express oneself clearly

**Competency 2.0.19:** Use appropriate punctuation and capitalization

**Competency 2.0.20:** Use transitional words and phrases effectively

***Competency 2.0.21:*** ***Write formal technical reports using suitable format and procedures****

***Competency 2.0.22:*** ***Write a proposal detailing achievements to date on primary research project****



* Advancing
** Futuring

## Unit 3: Listening

| | | |
|---|---|---|
| Competency | 3.0.1: | Demonstrate effective listening skills |
| Competency | 3.0.2: | Take complete telephone messages |
| Competency | 3.0.3: | Communicate appropriately with coworkers, clients, and supervisors |
| Competency | 3.0.4: | Identify sources of information |
| Competency | 3.0.5: | Identify main idea(s) |
| Competency | 3.0.6: | Follow directions |
| Competency | 3.0.7: | Evaluate spoken communications |
| Competency | 3.0.8: | Draw inferences and/or conclusions |
| Competency | 3.0.9: | Distinguish between fact and opinion |
| Competency | 3.0.10: | Organize ideas |
| Competency | 3.0.11: | Evaluate nonverbal messages |
| Competency | 3.0.12: | Differentiate appreciative, informative, and critical listening skills |
| Competency | 3.0.13: | Recognize propaganda and other persuasive ideas |

## Unit 4: Speaking

| | | |
|---|---|---|
| Competency | 4.0.1: | Present a researched topic |
| Competency | 4.0.2: | Use nonverbal messages |
| Competency | 4.0.3: | Participate in discussions |
| Competency | 4.0.4: | Lead discussions |
| Competency | 4.0.5: | Participate in dramatic presentations (e.g., role playing) |
| Competency | 4.0.6: | Organize presentation |
| Competency | 4.0.7: | Give telephone messages |
| Competency | 4.0.8: | Give oral directions |
| Competency | 4.0.9: | Give formal and informal talks and speeches |
| Competency | 4.0.10: | Give clear explanations |
| Competency | 4.0.11: | Demonstrate techniques of speech delivery |
| Competency | 4.0.12: | Use appropriate language |
| Competency | 4.0.13: | Use visual media |

## CROSS-REFERENCE CHART

| Communications OCAP<br>UNIT 1: READING | Ohio Model Competency-Based Language Arts Program | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | RS1 | RS2 | RS3 | RS4 | RS5 | RS6 | RS7 | RS8 | RS9 | RS10 | RS11 | RS12 | RS13 | RS14 | RS15 | RS16 | RS17 | RS18 | RS19 | RMC1 | RMC2 | RMC3 | RMC4 | RMC5 | RMC6 | RMC7 | RMC8 | RMC9 | RMC10 | RMC11 | RMC12 | RMC13 | RMC14 | RMC15 | RMC16 | RMC17 | RMC18 | RMC19 | RMC20 | RMC21 | RMC22 | RMC23 |
| 1.0.1 | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ |
| 1.0.2 | ♦ | | | | ♦ | ♦ | ♦ | | | | | | | | ♦ | | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | | ♦ | ♦ | ♦ | | | ♦ | ♦ | ♦ | | ♦ | | | |
| 1.0.3 | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ |
| 1.0.4 | ♦ | ♦ | | | ♦ | ♦ | ♦ | | ♦ | | ♦ | | | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | | ♦ | | ♦ | ♦ |
| 1.0.5 | ♦ | | | ♦ | ♦ | ♦ | ♦ | ♦ | | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | | | | ♦ | | | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | | | ♦ | | | ♦ |
| 1.0.6 | | ♦ | | | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | | ♦ | ♦ | | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | | | | ♦ |
| 1.0.7 | | ♦ | | | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | | ♦ | ♦ | | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | | | | ♦ |
| 1.0.8 | ♦ | | | | ♦ | ♦ | ♦ | | | ♦ | | | | | ♦ | | | | | | ♦ | ♦ | ♦ | | | | ♦ | ♦ | | | ♦ | ♦ | | | | | | ♦ | | | | |
| 1.0.9 | | ♦ | | | | ♦ | ♦ | ♦ | ♦ | | ♦ | | | ♦ | | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ |
| 1.0.10 | | | | | | ♦ | | ♦ | ♦ | ♦ | | | ♦ | ♦ | | | ♦ | | ♦ | | ♦ | ♦ | ♦ | | | | ♦ | | | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | | | | | | |
| 1.0.11 | ♦ | ♦ | | | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ |
| 1.0.12 | ♦ | ♦ | | | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ |
| 1.0.13 | ♦ | ♦ | | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | | | | ♦ | ♦ | ♦ | ♦ | | | ♦ | | ♦ | | | ♦ | ♦ | ♦ |
| 1.0.14 | ♦ | ♦ | | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | | | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ |
| 1.0.15 | | ♦ | | ♦ | | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ |
| 1.0.16 | | ♦ | | ♦ | | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ |
| 1.0.17 | ♦ | | ♦ | ♦ | | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | | ♦ | ♦ | | ♦ | ♦ | | ♦ | ♦ | ♦ | | | ♦ | ♦ | | | ♦ | | |
| 1.0.18 | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | | | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ |
| 1.0.19 | | ♦ | | | | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | | ♦ | | ♦ | | ♦ | | ♦ | | | ♦ | | | ♦ | | ♦ | ♦ | | ♦ | ♦ | | ♦ | | ♦ | ♦ | ♦ |
| 1.0.20 | | ♦ | | | | | ♦ | | ♦ | ♦ | ♦ | | | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | | | ♦ | | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | | | ♦ | ♦ |
| 1.0.21 | | | ♦ | ♦ | | ♦ | | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | | ♦ | ♦ | | ♦ | | | | | ♦ | | | | | | | | ♦ | ♦ | | | | | | | ♦ | ♦ | ♦ |
| 1.0.22 | | ♦ | | ♦ | | | ♦ | | ♦ | | | | | ♦ | ♦ | ♦ | | | ♦ | | | | | | | | ♦ | | ♦ | | | | ♦ | ♦ | | | | | ♦ | | | ♦ | ♦ |





Refer to pages 10-17 for Ohio Model Competency-Based Language Arts Program codes.

## CROSS-REFERENCE CHART

| RA1 | RA2 | RA3 | RA4 | RA5 | RA6 | RA7 | RA8 | RM1 | RM2 | RM3 | RM4 | RM5 | RM6 | RM7 | RM8 | RM9 | Communications OCAP |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | **UNIT 1: READING** |
| ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | 1.0.1 |
| ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | 1.0.2 |
| ♦ | | ♦ | | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | 1.0.3 |
| | | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | 1.0.4 |
| ♦ | | ♦ | | ♦ | | ♦ | | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | 1.0.5 |
| | | ♦ | | ♦ | | | | ♦ | ♦ | ♦ | | | | | ♦ | ♦ | 1.0.6 |
| | | ♦ | | ♦ | | | | ♦ | ♦ | ♦ | | | | | ♦ | ♦ | 1.0.7 |
| | ♦ | | | | ♦ | ♦ | | | | | ♦ | | | ♦ | ♦ | | 1.0.8 |
| | | ♦ | | ♦ | ♦ | | | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | 1.0.9 |
| ♦ | | ♦ | | ♦ | ♦ | | | ♦ | ♦ | | | ♦ | | | ♦ | | 1.0.10 |
| | | ♦ | | ♦ | ♦ | | | ♦ | | ♦ | | ♦ | ♦ | ♦ | | | 1.0.11 |
| | | ♦ | | ♦ | ♦ | | | ♦ | | ♦ | | ♦ | ♦ | ♦ | | | 1.0.12 |
| | | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | 1.0.13 |
| ♦ | | ♦ | | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | 1.0.14 |
| ♦ | | ♦ | ♦ | | | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | | | ♦ | | 1.0.15 |
| ♦ | | ♦ | ♦ | | | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | | | ♦ | | 1.0.16 |
| | | ♦ | | ♦ | ♦ | ♦ | | | | | | | | | | ♦ | 1.0.17 |
| ♦ | | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | 1.0.18 |
| ♦ | | ♦ | | | ♦ | | ♦ | ♦ | | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | 1.0.19 |
| | | ♦ | | ♦ | ♦ | | | ♦ | ♦ | ♦ | | | ♦ | | | ♦ | 1.0.20 |
| | | ♦ | | ♦ | ♦ | | ♦ | | | | | | | | | | 1.0.21 |
| | | ♦ | | | ♦ | | | ♦ | | ♦ | | ♦ | | ♦ | ♦ | | 1.0.22 |



Refer to pages 10-17 for Ohio Model Competency-Based Language Arts Program codes.

## CROSS-REFERENCE CHART

| Communications OCAP | Ohio Model Competency-Based Language Arts Program | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| UNIT 2: WRITING | WS1 | WS2 | WS3 | WS4 | WS5 | WS6 | WS7 | WS8 | WS9 | WS10 | WS11 | WS12 | WS13 | WS14 | WS15 | WS16 | WS17 | WMC1 | WMC2 | WMC3 | WMC4 | WMC5 | WMC6 | WMC7 | WMC8 | WMC9 | WMC10 |
| 2.0.1 | | | | | | | | | | | | | | ◆ | | | | | | | ◆ | | | | | | |
| 2.0.2 | | ◆ | ◆ | | ◆ | | ◆ | | ◆ | | | ◆ | | ◆ | ◆ | | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ |
| 2.0.3 | ◆ | | | ◆ | | ◆ | | | | | ◆ | | ◆ | | | | | | ◆ | ◆ | ◆ | ◆ | ◆ | | | | |
| 2.0.4 | ◆ | ◆ | | ◆ | ◆ | ◆ | | ◆ | | | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | | | | | |
| 2.0.5 | ◆ | ◆ | | | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | | | ◆ | ◆ | | ◆ | | | ◆ | | | | | | |
| 2.0.6 | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | | | ◆ | ◆ | | ◆ | | | | ◆ | ◆ | ◆ | | | ◆ |
| 2.0.7 | | ◆ | ◆ | ◆ | ◆ | | ◆ | | | | | ◆ | ◆ | ◆ | ◆ | | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
| 2.0.8 | ◆ | | | ◆ | ◆ | ◆ | | | ◆ | ◆ | ◆ | | | | ◆ | ◆ | | ◆ | | | | ◆ | | ◆ | | | ◆ |
| 2.0.9 | | | ◆ | | | | | | | | | | | | | | | | | ◆ | | | | | | | |
| 2.0.10 | ◆ | | | | ◆ | ◆ | | | ◆ | ◆ | ◆ | | | | ◆ | ◆ | | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
| 2.0.11 | | ◆ | ◆ | | | | ◆ | | | | | ◆ | | | ◆ | | ◆ | ◆ | | ◆ | | | ◆ | | ◆ | | ◆ |
| 2.0.12 | ◆ | | | | ◆ | | | | ◆ | | | | | | ◆ | | | | ◆ | | | | | ◆ | ◆ | ◆ | ◆ |
| 2.0.13 | | ◆ | ◆ | | | | | | | | | ◆ | | | | | | | ◆ | ◆ | | | | | ◆ | ◆ | |
| 2.0.14 | | | ◆ | | | | | | | | | | | | | | | | ◆ | ◆ | | | | | ◆ | ◆ | |
| 2.0.15 | | | ◆ | | ◆ | | | | ◆ | | | | | | | | | | ◆ | ◆ | ◆ | | | | ◆ | ◆ | ◆ |
| 2.0.16 | ◆ | ◆ | | | ◆ | | ◆ | | ◆ | | | ◆ | | | ◆ | ◆ | ◆ | ◆ | | ◆ | | | | | ◆ | ◆ | ◆ |
| 2.0.17 | ◆ | ◆ | | | ◆ | | ◆ | | ◆ | | | ◆ | | | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | | | ◆ | | ◆ | ◆ | ◆ |
| 2.0.18 | ◆ | ◆ | | | ◆ | | ◆ | | ◆ | ◆ | | ◆ | | | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | | ◆ | ◆ | ◆ |
| 2.0.19 | | | ◆ | | ◆ | | | | ◆ | | | | | | | | ◆ | | ◆ | ◆ | ◆ | | ◆ | | ◆ | ◆ | |
| 2.0.20 | ◆ | | | | ◆ | | | | ◆ | ◆ | | | | | ◆ | | | | ◆ | ◆ | | | ◆ | ◆ | ◆ | ◆ | ◆ |
| 2.0.21* | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | | | ◆ | ◆ | ◆ | ◆ | ◆ |
| 2.0.22* | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | | | ◆ | ◆ | ◆ | ◆ | ◆ |



Refer to pages 10-17 for Ohio Model Competency-Based Language Arts Program codes.

## CROSS-REFERENCE CHART

| WA1 | WA2 | WA3 | WA4 | WA5 | WA6 | WA7 | WA8 | WA9 | WA10 | WA11 | WA12 | WA13 | WA14 | WA15 | WA16 | WA17 | WA18 | WA19 | WA20 | WA21 | WA22 | WA23 | WA24 | WA25 | WA26 | WM1 | WM2 | WM3 | WM4 | WM5 | WM6 | WM7 | WM8 | WM9 | WM10 | WM11 | WM12 | Communications OCAP |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | UNIT 2: WRITING |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 2.0.1 |
| ♦ | ♦ | | ♦ | ♦ | | | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | | ♦ | ♦ | | ♦ | ♦ | ♦ | | | | ♦ | | | ♦ | ♦ | ♦ | | ♦ | ♦ | | 2.0.2 |
| ♦ | | ♦ | | | ♦ | ♦ | ♦ | | | | | | | | | | | | | | | | | | ♦ | | | ♦ | | | ♦ | | ♦ | ♦ | ♦ | ♦ | | 2.0.3 |
| ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | | ♦ | | | | ♦ | | ♦ | ♦ | | | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | | | ♦ | ♦ | ♦ | 2.0.4 |
| ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | | ♦ | | ♦ | ♦ | | | ♦ | | | ♦ | ♦ | ♦ | ♦ | | ♦ | | | | | | | | | | | | | 2.0.5 |
| ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | | | ♦ | | ♦ | | ♦ | | | | | | | 2.0.6 |
| ♦ | ♦ | ♦ | | ♦ | | | | | ♦ | ♦ | ♦ | | ♦ | | ♦ | ♦ | ♦ | | | | | ♦ | | ♦ | | | | ♦ | | | ♦ | ♦ | ♦ | | ♦ | ♦ | | 2.0.7 |
| ♦ | ♦ | ♦ | | | | ♦ | | | | ♦ | | | ♦ | ♦ | | ♦ | | | | ♦ | | ♦ | ♦ | | ♦ | ♦ | | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | 2.0.8 |
| | | | | | | | | | | | | | | | | | ♦ | | | | | | | | | | | | | | | | | | | | | 2.0.9 |
| | | ♦ | | ♦ | ♦ | | | | | ♦ | | | | | | | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | | ♦ | ♦ | | ♦ | ♦ | ♦ | | ♦ | ♦ | | 2.0.10 |
| ♦ | | | ♦ | | ♦ | | ♦ | | ♦ | | | ♦ | ♦ | | | | ♦ | | ♦ | ♦ | | ♦ | | ♦ | | | ♦ | | | | | | ♦ | | | | | 2.0.11 |
| | | | | | | | | | | ♦ | | | | | | | ♦ | | | ♦ | ♦ | ♦ | ♦ | ♦ | | | | | | | | | ♦ | | ♦ | ♦ | | 2.0.12 |
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| | | | | | | | | | | ♦ | | | | | | | ♦ | | | | | ♦ | ♦ | | | | | | | | | | ♦ | | | | | 2.0.14 |
| ♦ | ♦ | | | | | | | | | ♦ | ♦ | | | | ♦ | ♦ | ♦ | | | | | | | | | ♦ | | ♦ | ♦ | | ♦ | | ♦ | | | ♦ | ♦ | 2.0.15 |
| ♦ | ♦ | ♦ | ♦ | ♦ | | | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | | | ♦ | ♦ | ♦ | | ♦ | ♦ | | 2.0.16 |
| ♦ | ♦ | ♦ | ♦ | ♦ | | | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | | | ♦ | ♦ | ♦ | | ♦ | ♦ | | 2.0.17 |
| ♦ | | ♦ | ♦ | ♦ | | | | | | ♦ | | | ♦ | | | | ♦ | | | | | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | | ♦ | | | ♦ | | | ♦ | 2.0.18 |
| | | | | | | | | | | ♦ | | | | | | | ♦ | | | | | | | | | | | | | | | | | | | | | 2.0.19 |
| ♦ | ♦ | | | | | | | | | | | | | | | ♦ | | | | | | | | | | | | | | | | | | | | | | 2.0.20 |
| ♦ | ♦ | ♦ | | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | | | ♦ | ♦ | | ♦ | ♦ | ♦ | | ♦ | | | | ♦ | | ♦ | | ♦ | ♦ | | 2.0.21* |
| ♦ | ♦ | ♦ | | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | | ♦ | ♦ | ♦ | ♦ | ♦ | | | ♦ | ♦ | | ♦ | ♦ | ♦ | | ♦ | | | | ♦ | | ♦ | | ♦ | ♦ | | 2.0.22* |





Refer to pages 10-17 for Ohio Model Competency-Based Language Arts Program codes.

## CROSS-REFERENCE CHART

| Communications OCAP | Ohio Model Competency-Based Language Arts Program | | |

## CROSS-REFERENCE CHART

| Communications OCAP | Ohio Model Competency-Based Language Arts Program | | |

# Ohio Model Competency-Based Language Arts Program

**RS**=READING: Structure
**RMC**=READING: Meaning Construction
**RA**=READING: Application
**RM**=READING: Multidisciplinary

## READING: Structure

RS1 Exhibit knowledge of language structure
RS2 Recognize that there may be more than one interpretation of reading selections
RS3 Recognize various literary devices
RS4 Recognize and discuss literary elements
RS5 Develop and use an increasingly sophisticated vocabulary gained through context
RS6 Apply knowledge of language structure to reading
RS7 Explain why there may be more than one interpretation of reading selections
RS8 Recognize effect of literacy devices on meaning
RS9 Analyze author's use of literary elements
RS10 Recognize relationship of structure to meaning
RS11 Discuss various interpretations and meaning levels in reading selections
RS12 Characterize author's use of literary devices
RS13 Characterize use of library techniques
RS14 Critique a variety of literature with regard to plot, dialogue, theme, setting, and characterization
RS15 Apply an expanding vocabulary gained through reading
RS16 Explain various interpretations and meaning levels in reading selections
RS17 Analyze use of literary techniques (e.g., extended metaphor, simile, personification, hyperbole, pun, alliteration)
RS18 Understand use of literary devices (e.g., irony, satire, allegory, onomatopoeia)
RS19 Analyze and synthesize pieces of literature with regard to plot, dialogue, theme, setting, and characterization

## READING: Meaning Construction

RMC1 Demonstrate ability to recognize appropriate pre-reading strategies
RMC2 Discuss effectiveness of a reading selection
RMC3 Read to clarify personal thinking and understanding
RMC4 Support interpretation of text by locating and citing specific information
RMC5 Develop personal response to a variety of literary works
RMC6 Recognize diverse literary interpretations
RMC7 Engage in self-selected reading activities
RMC8 Confirm and extend meaning in reading by researching new concepts and facts
RMC9 Self-monitor and apply corrective strategies when communication has been interrupted or lost
RMC10 Use features of literary genres to extend meaning
RMC11 Assess effectiveness of a selection read
RMC12 Use reading as a possible problem-solving strategy to clarify personal thinking and understanding
RMC13 Use knowledge of semantic elements (e.g., figurative language, denotation, connotation, dialect) to clarify meaning when reading
RMC14 Predict, recognize, interpret, and analyze themes based on familiarity with author's work



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RMC15 Compare and contrast literary genres
RMC16 Assess validity and quality of selection read
RMC17 Use knowledge of literary devices, stylistic diction, and other semantic elements to clarify meaning when reading
RMC18 Compare personal reaction to critical assessment of a literary selection
RMC19 Assess validity of diverse literary interpretations
RMC20 Use reference books to find, evaluate, and synthesize information
RMC21 Identify tone of a literary work
RMC22 Critique validity of diverse literary interpretations
RMC23 Integrate personal reaction to and critical assessment of a literary selection

## READING: Application

RA1 Select and read material for personal enjoyment and information
RA2 Read a variety of complete, unabridged works
RA3 Employ various reading strategies according to purpose
RA4 Participate in selection of books, materials, and topics for literature study groups
RA5 Develop and apply understanding of the interrelationship of concepts
RA6 Read selections from a variety of styles and formats, recognizing that style and format influence meaning
RA7 Extend value of reading, writing, speaking, viewing, and listening by pursuing, through reading, new concepts and interests developed as a result of these activities
RA8 Read extensively from a particular author's work and explain elements of author's style

## READING: Multidisciplinary

RM1 Connect themes and ideas across disciplines through literature
RM2 Read to facilitate learning across curriculum
RM3 Read to develop awareness of human rights and freedom
RM4 Participate actively in a community of learners
RM5 Recognize and explain interaction between literature and various cultural domains (e.g., social technological, political, economic)
RM6 Explore and analyze a variety of cultural elements, attitudes, beliefs, and value structures by reading and experiencing our diverse literacy tradition, including works by men and women of many racial, ethnic, and cultural groups
RM7 Value thinking and language of others
RM8 Relate literature to historical period about which or in which it was written
RM9 Read to facilitate content learning

# Ohio Model Competency-Based Language Arts Program

**WS**=WRITING: Structure
**WMC**=WRITING: Meaning Construction
**WA**=WRITING: Application
**WM**=WRITING: Multidisciplinary

## WRITING: Structure

| | |
|---|---|
| WS1 | Develop and expand a repertoire of organizational strategies (e.g., narration, comparison/ contrast, and description) through practice and discussion |
| WS2 | Clarify word choice according to audience, topic, and purpose |
| WS3 | Locate and correct errors in usage, spelling, and mechanics using a variety of resources |
| WS4 | Recognize information gained from primary and secondary sources |
| WS5 | Develop writing which contains ordered, related, well-developed paragraphs with sentences of varied lengths and patterns |
| WS6 | Use information from a variety of sources to develop an integrated piece of writing |
| WS7 | Evaluate and revise writing to focus on such things as audience, tone, and purpose |
| WS8 | Recognize differences between documentation and reference list styles |
| WS9 | Develop extended pieces of writing which contain ordered, related, well-developed paragraphs with sentences of varied lengths and patterns |
| WS10 | Select from a repertoire of organization strategies a pattern appropriate to a topic |
| WS11 | Synthesize information from a variety of sources |
| WS12 | Refine word choice and tone according to audience, situation, and purpose |
| WS13 | Appropriately cite information gained from primary and secondary sources |
| WS14 | Use style manuals or software to prepare documentation and reference lists |
| WS15 | Develop effectively organized pieces of expository writing containing strong voice, clear thesis, and well-developed ideas |
| WS16 | Determine organization patterns appropriate to writing topic |
| WS17 | Respond to others' suggested revisions to a writing piece |

## WRITING: Meaning Construction

| | |
|---|---|
| WMC1 | Demonstrate understanding of the recursive nature of the writing process by applying it appropriately to various topics, situations, and audiences |
| WMC2 | Develop criteria for writing evaluation using scoring guides and peer/teacher assistance to clarify meaning |
| WMC3 | Respond to others' suggested revisions to a piece of writing |
| WMC4 | Use word processing, graphics, and publishing aids to construct meaning in writing |
| WMC5 | Engage in self-initiated writing activities |
| WMC6 | Incorporate personal criteria with generally accepted standards for writing evaluation |
| WMC7 | Evaluate, analyze, and synthesize information for writing |
| WMC8 | Evaluate own writing using personal and established scoring criteria |
| WMC9 | Assess personal/peer revisions to a writing piece |
| WMC10 | Recognize and refine personal writing styles |

## WRITING: Application

WA1 Apply appropriate writing techniques suitable for varied writing tasks
WA2 Use sentence-combining techniques to improve syntactic fluency and maturity
WA3 Write in response to prompted and self-selected topics in practical, persuasive, descriptive, narrative, and expository domains
WA4 Develop personal voice in writing
WA5 Consider audience and purpose for writing
WA6 Develop criteria for selection and potential development of topic
WA7 Write in a journal or learning log to clarify personal thinking and understanding
WA8 Apply an expanding vocabulary gained through writing
WA9 Make judicious use of reference sources (e.g., dictionary, thesaurus, on-line data base, encyclopedia)
WA10 Demonstrate, an appreciation for aesthetically pleasing language through word choice and style
WA11 Apply revising and editing strategies needed for writing task
WA12 Vary sentence lengths and patterns
WA13 Refine personal voice in writing
WA14 Vary styles and formats for intended purpose and audience
WA15 Apply criteria for selection and development of topic
WA16 Participate in peer review of writing in progress
WA17 Use transitions between sentences, ideas, and paragraphs in writing
WA18 Revise and edit papers extensively in preparation for presentation/publication
WA19 Develop a variety of genres
WA20 Focus writing and tone on such elements as audience, situation, and purpose
WA21 Develop topic fully and appropriately
WA22 Use writing process to clarify personal thinking and understanding
WA23 Apply appropriate recursive writing process as suggested by writing task and writer's process
WA24 Develop an extended piece of writing
WA25 Revise writing and tone to assure focus on such elements as audience, situation, and purpose
WA26 Use writing process to write reflectively

## WRITING: Multidisciplinary

WM1 Use writing process for learning across curriculum
WM2 Use writing process to demonstrate understanding of need for human rights and freedom
WM3 Value and apply collaborative skills in writing process
WM4 Write in response to reading, speaking, viewing, and listening
WM5 Use multidisciplinary resources in writing projects
WM6 Use writing process to facilitate learning across curriculum
WM7 Recognize value of and engage in collaboration in writing process
WM8 Use communication processes to develop a published writing piece in collaboration with others
WM9 Record experiences and observations related to content learning
WM10 Apply collaborative skills in writing process
WM11 Write collaboratively with peers
WM12 Use cross-disciplinary resources in writing projects

# Ohio Model Competency-Based Language Arts Program

LS=LISTENING/VISUAL LITERACY: Structure
LMC=LISTENING/VISUAL LITERACY: Meaning Construction
LA=LISTENING/VISUAL LITERACY: Application
LM=LISTENING/VISUAL LITERACY: Multidisciplinary

## LISTENING/VISUAL LITERACY: Structure

| | |
|---|---|
| LS1 | Listen to and view a wide variety of genres |
| LS2 | Become aware of an author's style through listening and viewing a variety of works |
| LS3 | Recognize correct and appropriate grammar, diction, and syntax |
| LS4 | Expand vocabulary through listening to and viewing varied media |
| LS5 | Recognize beauty of language |
| LS6 | Enhance recognition of an author's style through listening and viewing a variety of works |
| LS7 | Recognize use and misuse of language in media |
| LS8 | Refine knowledge of style through listening and viewing multiple works by the same author |
| LS9 | Expand and refine grammar, diction, and syntax through listening |
| LS10 | Compare authors' styles through viewing and listening to their works |
| LS11 | Expand knowledge of complex grammar, diction, and syntax issues |

## LISTENING/VISUAL LITERACY: Meaning Construction

| | |
|---|---|
| LMC1 | Develop critical thinking skills necessary to evaluate media and assess oral presentations |
| LMC2 | Compare new oral texts to past experiences and knowledge in order to enhance comprehension |
| LMC3 | Recognize how rhythmic patterns, silence, and cadences enhance quality of speech and literature |
| LMC4 | Focus listening and viewing on themes and/or plots |
| LMC5 | Gather information from listening and viewing experiences to enhance research |
| LMC6 | Use critical thinking skills to evaluate media and oral presentations |
| LMC7 | Use prior knowledge and experiences to facilitate comprehension of new oral texts |
| LMC8 | Identify rhythmic and time patterns in speech and literature |
| LMC9 | Identify and analyze themes and/or plots when listening and viewing |
| LMC10 | Use information gathered from listening and viewing experiences to expand research |
| LMC11 | Enhance use of critical thinking skills to evaluate media and oral presentations |
| LMC12 | Consider prior knowledge and experiences when attempting to understand the meaning of new texts |
| LMC13 | Appreciate rhythmic and time patterns of speech and literature |
| LMC14 | Select viewing and listening materials to support written text |
| LMC15 | Evaluate media and oral presentations analytically and critically |
| LMC16 | Organize prior knowledge and experiences to comprehend new texts |
| LMC17 | Organize and use viewing and listening materials to support written text |



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## LISTENING/VISUAL LITERACY: Application

LA1 Listen attentively during oral reading
LA2 Use media as stimuli for learning and thinking
LA3 Develop knowledge of structure through art, music, and literature
LA4 Use electronic media to enhance and highlight language learning
LA5 Listen and view for entertainment and enjoyment
LA6 Use technology and other media as means of expressing ideas

## LISTENING/VISUAL LITERACY: Multidisciplinary

LM1 Facilitate learning across curriculum through critical listening and viewing
LM2 Engage in individual, small-group, and whole-group listening and viewing activities
LM3 Develop language arts (e.g., viewing, listening) projects collaboratively
LM4 Investigate language and cultural differences through listening and viewing activities
LM5 Participate in a community of learners through productive listening



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# Ohio Model Competency-Based Language Arts Program

OS=ORAL COMMUNICATION: Structure
OMC=ORAL COMMUNICATION: Meaning Construction
OA=ORAL COMMUNICATION: Application
OM=ORAL COMMUNICATION: Multidisciplinary

## ORAL COMMUNICATION: Structure

| | |
|---|---|
| OS1 | Refine oral communication skills |
| OS2 | Demonstrate understanding of grammar, usage, and syntax when presenting |
| OS3 | Select topics and vocabulary suitable to audience |
| OS4 | Organize notes and ideas for speaking |
| OS5 | Use language imaginatively |
| OS6 | Modulate voice to enhance meaning when interpreting literature orally |
| OS7 | Organize notes and ideas for formal, semiformal and informal presentations of information |
| OS8 | Refine speaking techniques for formal, semiformal, and informal settings |
| OS9 | Develop repertoire of organizational strategies for presenting information orally |
| OS10 | Expand vocabulary to fit topic |
| OS11 | Select topics suitable to audience, situation, and purpose |
| OS12 | Select appropriate strategies when organizing notes and ideas for speaking |

## ORAL COMMUNICATIONS: Meaning Construction

| | |
|---|---|
| OMC1 | Make connections between prior knowledge and new information for oral presentations |
| OMC2 | Participate in informal speaking activities |
| OMC3 | Use interviewing techniques to gather information |
| OMC4 | Communicate orally to entertain and to inform |
| OMC5 | Participate in group communication activities |
| OMC6 | Take and organize notes when preparing speech/presentation |
| OMC7 | Interpret texts orally to illustrate meaning |
| OMC8 | Respond to needs of various audiences |
| OMC9 | Gather and assess information for speaking |
| OMC10 | Communicate orally to inform and persuade |
| OMC11 | Prepare and deliver formal speech/presentation |
| OMC12 | Participate in a variety of oral interpretations |
| OMC13 | Assess needs of audience and adjust language and presentation according to their understanding |
| OMC14 | Analyze and synthesize information for speaking |
| OMC15 | Discuss effectiveness of literary selection |
| OMC16 | Discuss topic or idea in order to clarify personal/audience thinking |
| OMC17 | Analyze and synthesize information gathered from a variety of sources for speaking |
| OMC18 | Discuss validity and/or quality of a literary selection and justify selection |
| OMC19 | Interpret orally a variety of literature |
| OMC20 | Discuss topic or idea to clarify meaning for others |



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## ORAL COMMUNICATION: Application

OA1 Become proficient at using interviewing techniques
OA2 Give an oral interpretation for a specific audience
OA3 Develop and apply oral communication skills for cooperative/collaborative learning
OA4 Use oral communication for a variety of purposes and audiences (e.g., negotiations, book reviews, rationales)
OA5 Develop and apply decision-making strategies
OA6 Practice interviewing techniques
OA7 Apply interviewing techniques to purposeful interviews
OA8 Focus oral interpretation on a specific audience

## ORAL COMMUNICATIONS: Multidisciplinary

OM1 Value thinking and language of others
OM2 Develop oral projects collaboratively
OM3 Be involved in individual, small-group, and whole-group language activities
OM4 Participate actively in a community of learners
OM5 Investigate language and cultural differences through oral language activities



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